DOCUMENT RESUME

ED 191 522 JC 800 484

AUTHOR Snyder, Fred A.
TITLE Non-Crisis Planning: The Case of Amarillo College.
PUB DATE 4 Aug 80
NOTE 21p.: Paper presented at the Annual Forum of the Society for College and University Planning (Quebec, Canada, August 4, 1980)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrative Organization: Administrator Responsibility: *Budgeting: Change Strategies: *College Planning: College Role: Committees: *Community Colleges: Community Involvement: Educational Change: Facility Planning: Long Range Planning: Organizational Objectives: *Program Development: Program Evaluation: Program Implementation: Staff Role: Two Year Colleges
IDENTIFIERS *Amarillo College TX

ABSTRACT

The on-going planning project described in this case study was implemented at Amarillo College (AC) to: (1) establish college goals and objectives through a process involving members of the college staff and the community: (2) improve staff and community support for the college's objectives: (3) provide a basis for institutional evaluation: and (4) improve criteria upon which to manage program development and assess resource requirements. The report first examines the changing educational demands of AC's service district that necessitated the implementation of the planning process: such changes included an increase in the number of non-traditional students and the gradual shift in the district's economic base from agriculture to petroleum. Steps in the planning process are then outlined, including a review of community needs, the development of an educational plan to meet those needs, and the creation of a strategy to implement the plan. The report then describes the goals and responsibilities of the various planning committees charged with carrying out the educational plan and examines the administrative efforts that can be taken to reduce the psychological threat that institutional planning poses to faculty and staff. Finally, the report describes the incorporation of the planning project into the college's budgeting process. Flow and organizational charts are included. (JP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED191522

NON-CRISIS PLANNING:
THE CASE OF AMARILLO COLLEGE

By
Fred A. Snyder
Vice President, Planning, Evaluation & Development
Amarillo College

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Fred A. Snyder

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SCUP Annual Forum
August 4, 1980

JC 800 484

NON-CRISIS PLANNING:
THE CASE OF AMARILLO COLLEGE

The early Greeks set forth a curriculum for educating the youth of Athens. Intended for males only, it included music, physical training, rhetoric and mathematics This instance of educational planning of 2,300 years ago, however quaint it may seem today, is a major foundation stone of Western thought, but its idealism has been supplemented by the pragmatism of contemporary American higher education which is epitomized by the words of John Gardner in his book on renewal: "In the ever renewing society what matures is a system or framework within which continuous innovation, renewal and rebirth can occur." It is this pragmatism, with emphasis on innovation and renewal, to which my paper is directed.

Evidence is plentiful that college planning is becoming more accepted as a management function. The literature is increasing in frequency and maturity; planning workshops abound; and the number of top-level planning positions is increasing. A recent publication of the National Association of College and Universitiy Business Officers recognized planning as a key function of college management, along with organizing, executing, controlling and evaluating. The overall purpose of educational management, of course, is to obtain the best use of resources in providing effective programs and services. Yet the value of planning remains often overlooked at educational institutions, or its focus is short-lived and narrowly defined. Planning methods are often constrained, perhaps limited to a quick scurry during the annual budgeting process.

This paper discusses a planning project in progress at Amarillo College, a medium-size community college in the Texas Panhandle. It places the project in the broad context of college management, and includes topics of benefits, scope, organization, human considerations and the planning-budgeting process.

Major Influences on College Planning

Since the mid 1960's a number of movements to improve college management have occurred. Significant efforts are sponsored by the National Association of College and University Business Officers (NACUBO), National Center for Higher Education Management Systems (NCHEMS), Higher Education Management Institute (HEMI) and the federal Strengthening Developing Institutions Program (SDIP), not to mention the many private consulting groups.

HEMI and SDIP deserve further mention. The Higher Education Management Institute was founded in 1976 to develop a program for helping administrators better understand and implement college management. With funding from the Exxon Educational Foundation, 23 pilot colleges and universities were selected to develop a management training program. Since then, HEMI projects have been started or completed at 136 institutions. The HEMI program includes phases of needs assessment, planning, implementation and evaluation. Emphasis is on getting people involved, committed, and prepared to carry out the results.

The Strenthening Developing Institutions Program, a Title III Program of the Higher Education Act of 1965, was designed to help those institutions isolated from the mainstream of academic life and struggling for survival. Since 1966, 800 to 850 institutions have received grants totaling about one billion dollars. Over the years receiving institutions have changed from a narrow focus to broad-based programs which emphasize student services, academic affairs, institutional management and faculty development. SDIP is funded only through September 1980, but the prospect is excellent for continuing the program, probably with a new emphasis on the results from educational programs.

Needs and Benefits

Simply stated, the purpose of planning is to reduce conditions of uncertainty which affect our present programs and operations. Since this presentation is a case study, I will list those conditions at Amarillo College which lead toward our planning project. These will apply to most colleges and universities.

1. The Amarillo area continues to grow.

2. Trends in college enrollment are mixed. While the numbers of high school graduates will likely remain unchanged or even decline, older adults are attending in increasing numbers. Ethnic minority groups are increasing in numbers and in their rate of college attendance.

3. Some program enrollments are dropping, while others are soaring.

4. Diversity of student backgrounds and reasons for attending AC is growing, but evidence of how well we're meeting these diverse expectations is limited.

5. The economy of Amarillo will continue to diversify from an earlier agricultural and petroleum base.

6. Demand is increasing for teaching about emerging technology in the world of work. Such technology includes word processing and increased computer use for business and management operations, and increased mechanical and process control by micro-computers.

7. Similar technology is becoming part of the teaching-learning process, but its use can be bane or boon, depending on how it is introduced and managed. It can lead to improved learning effectiveness at controlled or reduced costs, or it can be economically ruinous.

8. Teaching roles will change considerably. This change will lead to a revised division of labor across market research, program design, materials development, classroom teaching, lab assistance, and record keeping. Continuous in-service development toward college objectives will become essential.

9. There are increasingly persistent calls at federal, state and local levels for accountability for resources and fiscal restraint.

10. A growing imbalance in available facilities is evident at AC; some are inadequate, and others are superfluous. Some are functionally obsolete, although in good physical repair.

11. The Washington Street campus is land-bound, but we may need to add several types of facilities. Land costs in the area have increased at nearly double the general inflation rate during the 1970's. Decisions on land needs and acquisition should be made as soon as possible.

12. Because of huge increases in energy costs, new campus design and retro-fitting of existing buildings will become necessary. Rising energy costs may require a shift to high-efficiency central heating and air conditioning plants and campus distribution systems.

The general benefits usually associated with planning can be summarized as follows:

1. The establishment of college goals, objectives and priorities through a process which involves members of the college staff and community;

2. Improved understanding and enhanced support among college staff and the community of directions of college development;

3. A basis for evaluation of achievement and relevance of goals and objectives;

4. Improved criteria on which to manage program development and resource requirements.

In addition to our recognition of the need for comprehensive planning, the project at Amarillo College was motivated by several concurrent events. These include (1) a self-study, scheduled to begin this year, in preparation for a reaccreditation visit, and an assumption that a combined self-study and planning project would require little more effort than that required for the self-study alone; (2) the recent development of a planning office which provided a sense of priorities and strategy for planning; and (3) a new president who desired a comprehensive review of college development needs and a plan for this development.

Other conditions which often precede the planning process--falling enrollments and declining dollar support--were not present. Enrollments have held near the 1975-76 peak, overall, largely because of the increased number of women and older part-time students. Fiscal support has held up well, although there is some reduction of purchasing power due to inflation.

Scope and Organization of the Project

The Amarillo College project grows conceptually from (1) reviewing community needs, to (2) developing an educational plan, to (3) creating a strategy to implement the plan (see Attachment A). Unique emphasis is placed on several needs deemed significant to our college--such as further development of instructional systems, faculty role and loads, policy and procedure manuals and performance evaluation. Overall, the phases of our planning project include:

1. Securing a commitment to proceed;

2. Developing a statement of mission and college wide goals;

3. Developing sets of goals and objectives for all organizational units of the college, both academic and support;

4. Developing an educational plan, including enrollment projections, instructional systems, faculty roles and related considerations;

5. Developing recommendations on organizational structure and various aspects of college management systems;

6. Determing needs for space and related facilities based on the educational plan, considering also implications of rising energy costs;

7. Determining costs and priorities for implementing recommendations during a two to six years period for operating costs and longer for capital costs; and

8. Evaluating the planning process and establishing a continuing planning system.

Responsibility for creating and coordinating the planning process is assigned typically by the President to a planning office, but in practice, the planning process must involve the entire administrative and governance structure of the college. Line and staff personnel must participate extensively in the development of the college plan. Because results of planning will affect the community, various community groups also should participate in the planning process. Such groups may include curricular advisory committees, employer groups, special volunteer or service agencies, and formal city planning agencies. Articulation of college planning falls heavily upon the President, and upon the planning office as the President may delegate.

At Amarillo College the Vice President for Planning was charged with developing a planning proposal to encompass also the requirements for an accreditation visit. This proposal was reviewed carefully with administrative and governance groups. The proposal and a planning budget were then approved by the Board of Regents. A representative of the accrediting agency, the Southern Association of Colleges and Schools (SACS), agreed that the proposed project was appropriate for the SACS self-study.

Planning as a formal activity was new to Amarillo College, and it was recognized that the project would need careful discussion with the college staff and community leaders. The project was viewed as the beginning of a continuing process, to become part of a planning-budgeting-implementing-evaluation effort. A Steering Committee was convened to become acquainted with the project, to help shape it and to consider ways to implement it. The Steering Committee includes a cross section of faculty, classified and administrative members, two Board members and one student. During the period from February through June 1980, the Committee approved specific assignments and membership for all functioning committees, and developed or approved other features related to coordinating and controlling the project.

To begin the first phase of the project, developing a mission and college goal statement, a consultant was employed to stage an afternoon "town meeting" of about 120 persons, including all segments of the college community, Board members and three community representatives who served as external "jurors." A brief mission statement and list of college-wide goals were developed during the "town meeting" and were subsequently reviewed at an open meeting of all College personnel. Mission and goals statements provide a rubric for developing more specific goals and objectives by the functioning committees. These statements are subject to further revision as the overall project continues. A less tangible, but important, result of the "town meeting" was increased understanding of the entire planning project and enthusiasm for it.

We have budgeted further use of outside consultants. Also, an advisory committee of community members has been formed to review the results of the planning process. The advisory committee review should add community perspective to the plans and enhance understanding of college development in the community. The committee's interest was demonstrated when 25 of the 27 members attended the first meeting--a four-hour session on a hot day in July.

Committee Assignments

Attachment A connotes certain conceptual aspects of the project and suggests an organization of task groups or committees. A portrayal of the committee organization, including a Steering Committee and 15 functioning committees, is shown on Attachment B. The Steering Committee provides overall coordination, establishes policy and procedures, provides liaison among the functional committees and generally sees to the many details associated with implementing the project. In general, committee assignments are designed to meet requirements of a college self-study, to provide projections of future needs and to recommend action to meet those needs. Each committee is to prepare a written report for the Steering Committee, including a summary of recommendations, using a format to accommodate both the long-range planning focus of the project and the self-study requirements. A description of all committee assignments follows.

College-wide-goals. In addition to its other functions the Steering Committee will prepare statements on college purpose, mission and goals.

Unit goals and objectives. Most committees on unit goals and objectives (UGO) represent a cluster of divisions, departments or operating units, as listed in Attachment C. Responsibilities of these committees include (1) reviewing activities within each unit represented as outlined in the SACS Standards and Manual for the Institutional Self-Study Program, (2) completing six-year

enrollment projections for programs under respective committees' jurisdiction, and (3) developing goals and objectives for programs, services and support operations provided by respective operating units. Further description of these three responsibilities is included in paragraphs which follow.

Enrollment projections are to be transmitted to the Steering Committee and from there to the Educational Plan Committee. Projections are to be based on historical enrollments at AC, state and national projections, and data on local community characteristics and needs. The entire projection rationale must be well documented. The Office of Institutional Research will likely prepare and disseminate basic data for use by all UGO committees and the Educational Plan Committee.

Goals recommended by a UGO committee should be developed from a review of unit activities, understanding of the college mission and goals, and professional judgment of appropriate future roles of college units. Although unit goals are normally a more specific extension of the college mission statement and goals, proposed unit goals may not fit well within the existing college-wide mission and goals, with the expectation that the college-wide mission and goals be reviewed and altered. All UGO goals and objectives will be reviewed by the Steering Committee prior to their inclusion in the College Report.

It should be noted that a goal represents a general expression of a desired outcome. An objective represents a particular target for achievement of a goal, such as completing a well-defined project, achieving a specific enrollment level or achievement of a specific quality level, usually within a stated period of time. While most objectives may be measurable, some may be evaluated primarily from human judgment, rather than from prescribed measurable phenomena.

Educational plan. The Educational Plan is a keystone of the entire project; it is the core of the plan to implement the College mission and goals; it is a major basis for subsequent review of organization and management system needs and of resource planning. A detailed list of the responsibilities of the Educational Plan Committee follows:

1. To develop a community needs rationale to guide the development of the Educational Plan;

2. To review the enrollment projections prepared by Unit Goals and Objectives Committees; to modify projections as needed, and present them as part of the Educational Plan. Curricular programs should be identified for initiation, modification or discontinuation;

3. To develop a state-of-the-art review of instructional systems having applicability to AC;

4. To identify the need for new or evolving instructional systems at Amarillo College and provide a cost-benefit rationale for their development;

5. To develop projections of equipment and special facilities needed to accommodate anticipated program enrollments and instructional systems through 1987;

6. To develop an approach to program evaluation and review of educational programs;

7. To develop faculty role models in terms of anticipated programs, instructional systems and enrollments (If the faculty role model development is not completed by summer 1981, it is important to develop the criteria and a general outline for completing this assignment. Also, it is important to address fully the related issue of faculty loads.); and

8. To project the numbers of staff within each area of instruction annually through 1987.

Organization and management systems. This Committee is responsible for a review of and recommendations for organization structure, staffing, performance evaluation and various management system elements. More specifically, the duties of the Committee include the following:

1. To review the organizational structure, staff positions and roles at AC; to develop recommendations for revisions;

2. To develop job descriptions for each administrative and classified position;

3. To review the desirability and feasibility of evaluating performance of faculty, administrative and classified personnel;

4. To determine numbers and types of administrators and classified staff needed through 1987; and

5. To develop recommendations for building or enhancing management system components, such as policy and procedure manuals, administrative program evaluation, and information systems.

Facilities. The responsibility of this Committee is to determine the quantities and types of physical facilities required to implement the educational plan efficiently and effectively, while allowing for changing educational needs. The responsibility includes an intensive review of implications of rising energy costs on HVAC system design, building design, and campus layout. The responsibility also includes determining the facilities needed for the 1980's, such as classrooms, general and specialized laboratories, LRC, student services, community services and college support services. The availability of alternative facilities in the community must be noted and considered. Land needs for future operation and development of the College must be explored for the period through both the 1980's and 1990's.

Fiscal needs. This Committee will develop a fiscal plan to implement the educational plan and related supporting activities for the 1980's. The fiscal plan should include a schedule of projected expenditures for operating and capital needs. Operating budget projections should be projected for 1981-82 and each subsequent year through 1986-87, with greatest detail for the first year or two. Capital budgets should be projected through the 1980's, and perhaps beyond, for land acquisition. Capital budgets are to be based on (1) anticipated major repairs and maintenance, (2) new facilities obtained through purchase, renovation and construction, (3) furnishings and equipment for new facilities and programs, and (4) land acquisition and improvement.

Process evaluation. This Committee will evaluate the self-study and long-range planning project, and develop recommendations for continuing a planning system at Amarillo College, including the completion of unfinished work begun by other committees.

Human Considerations

Social scientists have documented well the need of individuals to have a secure and meaningful role in their employment group. In most organizations, security and meaning are provided through participation in stable activities, guided by known policies and procedures. Planning, in contrast, connotes both the need and intent to change; it is based upon perceived or anticipated problems and is therefore a tension-raising activity. The extent of tension one feels depends upon previous experience with planning and change. The so-called "innovative institutions" have incorporated change into their culture, but for many institutions assessment and planning have been limited to the tenth year requirement by regional accrediting agencies for a self-study. Such a self-study may be bothersome, but it presents little threat to individual and group security. Planning projects at other institutions may have failed or fallen short of expectations; such disappointment may create skepticism of additional planning effort.

Staff acceptance of planning is probably affected by two conditions: whether planning is a proactive rather than a reactive effort, and whether the planning effort is a normal part of college operations or an additional unintegrated activity. A planning effort is proactive if it is perceived as improving the health of the organization and one's own role; it is reactive if perceived as imposed by an external agency or unit of the college with which one does not identify. Three institutional references may illustrate these conditions and their effect:

Dallas County Community College. Immediately upon its formation in 1965, and prior to hiring most administrators and other staff, Dallas County Community College began planning for a multi-campus college system to serve a rapidly-growing population expected to reach about 1.6 million by 1980. An outside consultant played a major role. The results provided a blueprint for the early development of the college and serve as the basis for a continuing planning system. Planning at Dallas County Community College is now an integrated part of the management function and its activities are scheduled on the routine administrative calendar.

Ohio University. During the early 1970's, enrollment at Ohio University shrank from nearly 19,000 to 14,000 students. In response, several attempts at planning were introduced, with little success. Finally, after considerable personnel turnover, a comprehensive planning process was begun to bring operations into balance with revenues and enrollments. Early attempts at planning failed, probably because the result was seen as triggering wholesale reductions in staff and budget levels. The project was clearly a threat, and it was only after continuing staff attrition that planning could succeed there.

Amarillo College. Founded in 1929, Amarillo College has earned a good regional reputation and is well funded. Prior planning experience centered mainly on the ten-year self-study for reaccreditation. The recent proposal to introduce a planning process was seen as threatening by many staff members for several reasons. First, it appeared to suggest that the college might be functioning at less than a commendable level and that the planning process was aimed to fix weaknesses. Second, the project was viewed as requiring an extraordinary amount of staff effort beyond normal operational responsibilities. Third, it was recognized that familiar roles and routines might be affected by the results of planning. Only after considerable discussion among administrators and Steering Committee members did the project begin to gain acceptance. Perhaps the key to acceptance was the perception that the project was good, even necessary, for the college; that many people would affect substantively the results; and that planning need not imply dissatisfaction with current conditions.

For college planning to succeed, it must be understood as having the potential to enhance the organization and the roles of present staff members. It must be seen as an attractive alternative to not planning. Conditions of uncertainty about the planning project must be reduced where possible. Toward this end, we recommend that the following conditions be established:

1. Full discussion of the need for the project and its scope. Many people see planning as a reaction to negative conditions, rather than as a process to maintain or improve institutional vitality. A too-typical reaction to a proposed planning project is "Don't fix it if it ain't broke." There must be a conviction by college personnel that the planning effort will result in college development and rejuvenation.

2. Unanimous support by the top management team. The President's support is crucial. Dissent among top executives can lead to unending problems. Since planning is expensive, it can always be argued that other needs are more pressing. That long-delayed laboratory equipment or foregone faculty salary increase may be offered continually as an alternative expenditure to the planning project.

3. Extensive and representative involvement. Planning is not the exclusive activity of one office or group. The Board, administration, faculty, students and community must participate in appropriate and meaningful ways. In a community college, the case can also be made for involvement by part-time staff and students, as these represent increasingly important sectors of the college.

4. Clear and credible planning leadership. The Steering Committee, composed of representatives of various constituent groups, is an excellent vehicle for securing and coordinating involvement by a broad cross-section of college personnel.

5. Easily available technical support. Such support may include assistance with project development, scheduling, relationships with external groups, providing information about college operations, various state of the art reviews, and so forth.

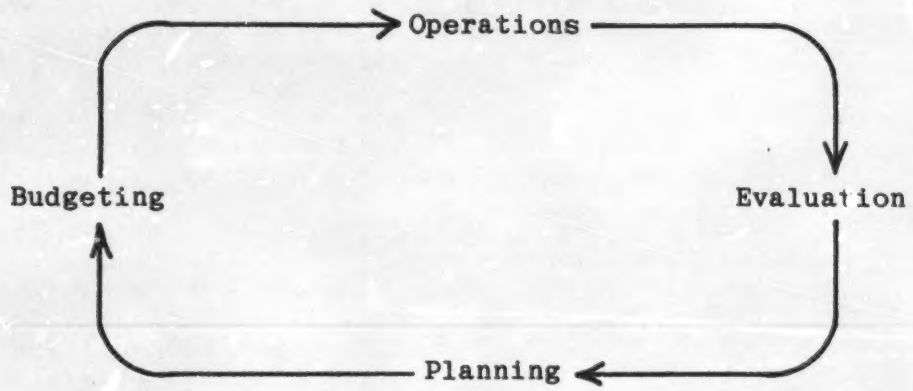
6. Development and explanation of clear assignments and information about their relevance to the whole project.

7. A well planned project schedule and means of controlling it.

8. A system for recognizing and rewarding participation.

Program Planning and Budgeting

Planning must be merged into the entire management responsibility. That is, it must become a part of the institutional cycle which includes implementing programs and services; evaluating them; planning for additions, deletions and modifications to them; and budgeting. The complete cycle is illustrated below:



Although the evaluation and planning functions must become a part of the routine administrative calendar, changes in instructional systems, programs, enrollment levels and staff roles are much easier to effect as part of a long-term development strategy. Therefore, planning and its implementation, of necessity, become a multiple-year process, involving program priorities, funds availability and budget allocation. Combining planning and budgeting as a continual multiple-year activity has several advantages: (1) it improves the institution's ability to take advantage of unexpected opportunities, (2) it provides for an annual review of developmental priorities, and therefore should result in better acceptance of budgeting decisions, (3) it sets the stage for improved funds development, and (4) it provides a basis for accountability of resources expended and of program outcomes.

Long-range planning has been criticized for ignoring unexpected opportunities while it projects several years into the future. That limitation is removed when planning becomes a continual process in which the assumptions and conclusions of an earlier period are upgraded annually. Unexpected opportunities can be evaluated readily during the planning process and melded into college development. In contrast, short term attention to a single opportunity (or objective) may result merely in reducing support for other programs and may not improve institutional vitality. The opportunities of securing grants from private organizations or government agencies is enhanced significantly by the clear expression of a well conceived institutional plan for development. Greater emphasis on accountability is likely during the 1980's for both resource use and program outcomes by government agencies, private foundations and regional accrediting groups. The use of the evaluation-planning-budgeting cycle should assist in providing such accountability.

The mechanism for budgeting decisions from the Amarillo College project should move from goals and objectives, priorities for their implementation, and detailed programs of action to implement the high-priority objectives. A program of action for one objective might include, for example, employing staff, ordering equipment, providing space, developing the activity or service, implementing it, and evaluating the outcomes.

Budgeting for a given year requires matching (1) the cost of implementing a set of programs to (2) the amount of money which can be made available. Because the cost of the programs will usually outstrip the money available during a given year, new program development is usually scheduled over a number of years, according to established priorities. The Steering Committee will coordinate assigning values and priorities to the goals, objectives and programs for action which result from our project.

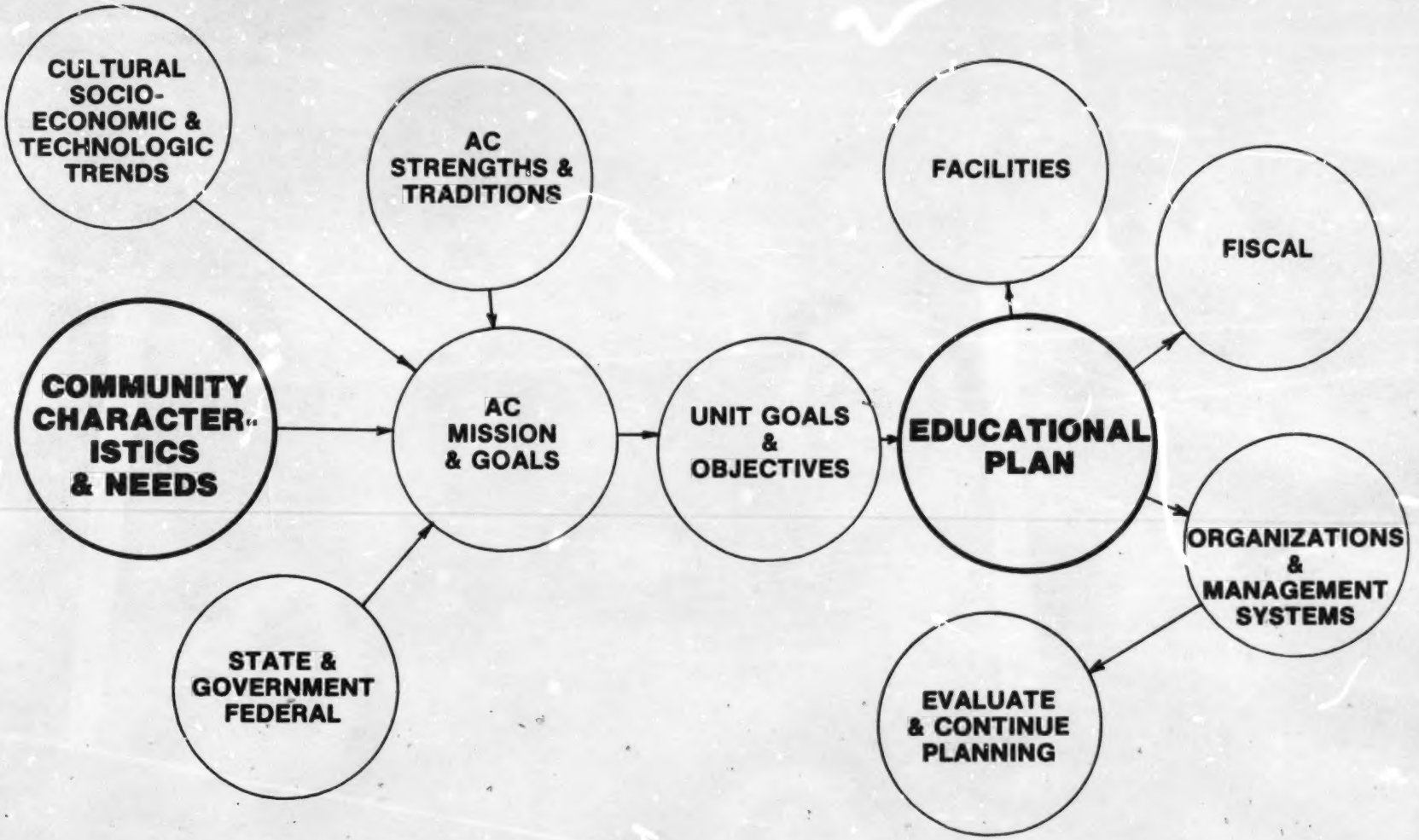
The fiscal planning stage in our project involves developing multi-year budgets for operating and capital expenditures. General operating and capital budget levels for a six year period (1981-87) will be developed, with more detailed budgets for the first biennial segment (1981-83) serving as the actual operating budgets for the first two years. Budgeting must consider both the continuing programs of the College and those developmental activities which grow from the planning project.

The planning-budgeting process just described is essentially a modified Program Planning-Budgeting System (PPBS) as described by Caruthers and Orwig in their 1979 publication, Budgeting in Higher Education (pages 45-51). It is not a pure PPBS, nor is it intended to be. It is intended to introduce a system which will carefully review institutional goals and objectives and implement them into the budgeting process without requiring the tremendous overburden which has buried PPBS in the past.

Closing Comment

It is too early to know the results of this project, since the work of the functioning committees will occur during the coming academic year. Although there are problems to be faced, we believe we will achieve our objectives. These include a comprehensive report to serve as a self-study document; a clear set of goals, objectives and priorities for college development; detailed programs of action for first priority objectives; and a multiple-year budget for implementing them.

And, importantly, we should improve our understanding of the value of planning to institutional excellence. Perhaps we can grasp this value, again expressed by John Gardner: "...a society that has learned the secret of renewal will be a more interesting and more vibrant society, not in some distant future but at once."

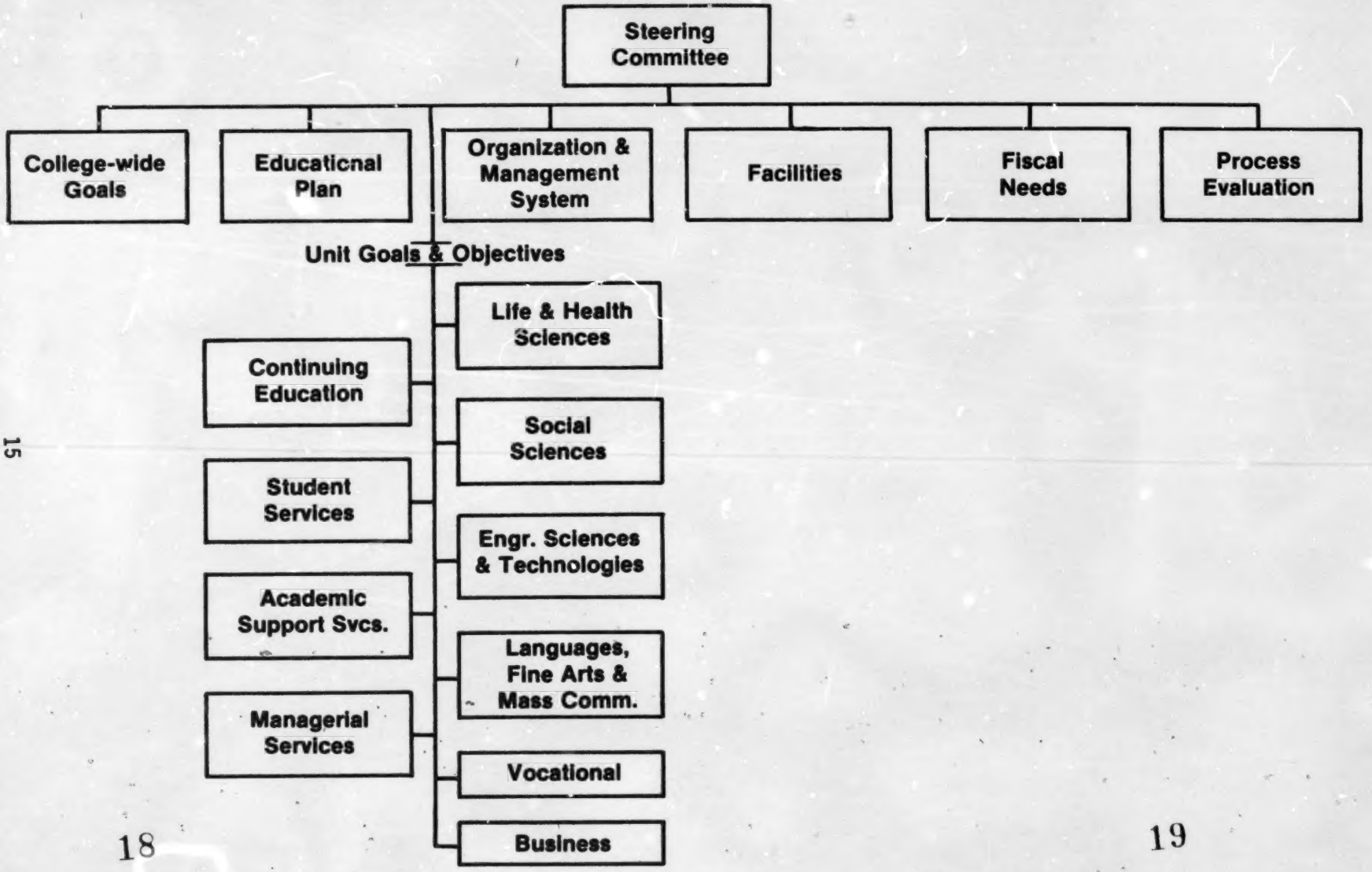


ATTACHMENT A

SELF-STUDY/LONG-RANGE PLANNING PROJECT

ATTACHMENT B

GROUP ORGANIZATION FOR SELF STUDY/LONG-RANGE PLANNING PROJECT



ATTACHMENT C

College Organizational Representation
on Unit Goals and Objectives Committees

Life and Health Sciences
- Allied Health
- Nursing
- Biology

Social Sciences
- (existing divisional organization)

Engineering Sciences and Technologies
- (existing divisional organization)

Languages, Fine Arts and Mass Communications
- Fine Arts
- Languages
- Mass Communication

Vocational
- (existing divisional organization)

Business
- (existing divisional organization)

Continuing Education
- (existing divisional organization)

Student Services
- Athletics-Intramural and Intercollegiate
- Counseling & Testing
- Financial Aids & Placement
- Student Services
- Women's Programs

Academic Support Services
- ACcess
- Classroom Resources
- Learning Resource Center

Managerial Services

- Bookstore
- Business Office
- Computer Center
- General Administration
- Mail Service
- Payroll
- PBX
- Personnel
- Physical Plant
- Print Shop
- Public Information
- Purchasing
- Registrar's Office
- SCA

UNIVERSITY OF CALIFORNIA
ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36
SEP 26 1980